

# **Title I, Part A 2020-2021 Parent and Family Engagement Plan for Paul Laurence Dunbar Middle School**

I, Nathan Shaker, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

## **Assurances**

### **Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

### **Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

### **School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

## Policy Involvement

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

## Shared Responsibilities for High Student Academic Achievement

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

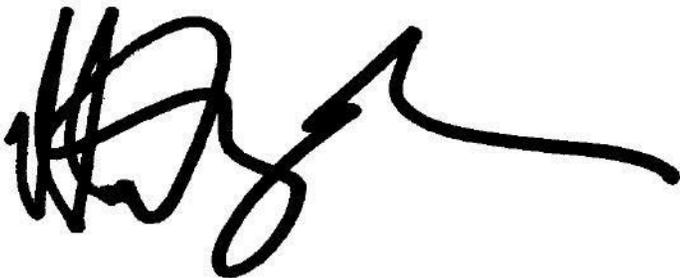
(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### **Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

A handwritten signature in black ink, appearing to be 'H. J. ...', written in a cursive style.

3/19/20

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Signature of Principal or Designee

Date Signed

# Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Paul Laurence Dunbar Middle School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Paul Laurence Dunbar Middle School** agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
  - Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) families play an integral role in assisting their child's learning;
    - (B) families are encouraged to be actively involved in their child's education at school;
    - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

## JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

**Paul Laurence Dunbar Middle School** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

The Parent and Family engagement plan will be developed in Spring of 2020. After the plan is developed and approved, it will be reviewed by the School Advisory Council (hereafter SAC) in April or May of 2020 (pending approval to meet in groups or virtual conference). SAC meetings are advertised on weekly announcements, social media and the school website, and are open to all parents. At the SAC meetings during FY21 school year, PLDMS will use the Parent Involvement Plan Input forms to receive feedback from all that attend. The PLDMS SAC will meet monthly to plan, review and improve on the plan, as well as conduct ordinary business of the SAC. All evidence uploaded to the Title I Crate will be shared at each monthly meeting of the SAC.

\*\*In the event of continued school closure, the Spring 2020 review will be done electronically by email distribution and feedback.

## ANNUAL TITLE I MEETING

**Paul Laurence Dunbar Middle School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

During June/July 2020, Dr. Shaker will send out invitations and notifications to all students and families about the Title I meeting. Outreach will be conducted through Messenger, flyers, and "PLDMS Happenings", with copies saved for the Title I Crate. Paul Laurence Dunbar Middle School will conduct its annual Title I Meeting on Tuesday, August 25th, 2020 via ZOOM, with sign-in and comments happening via Google Form. We will be offering flexible times to participate that night: 4:30 to 5:00 and 7:00 to 7:30. The presentation will include information about school's Title I program, budget, curriculum used at each grade level, assessment used at each grade level, school grade, supplemental educational services, and the rights of parents. A satisfaction survey will be distributed and collected at the conclusion of each session. Copies of sign-in sheets, presentations and completed surveys will be uploaded onto the Title I Crate. All evidence uploaded to the Title I Crate will be shared at each monthly meeting of the SAC. All evidence will be gathered electronically.

## COMMUNICATIONS

**Paul Laurence Dunbar Middle School** will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs

- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Parent and family engagement policy will be distributed through various means:

Daily: All parents have daily access to staff through email and the Google classroom. The PLDMS Social Media page on Facebook is also updated almost daily. The School website <https://dun.leeschools.net/> also has up to date information available.

Weekly: Every Friday, the “PLDMS Happenings” is sent out via School Messenger that conveys the important events, community involvement activities, and any other important schoolwide notifications for the upcoming week.

Bi-Monthly: A formal PLDMS Newsletter is published on the school website.

Quarterly: At the Quarterly Parent and Family engagement activities important schoolwide information is shared in addition to the focused content for the activity. Meetings include translators to assist monolingual families.

## **SCHOOL-PARENT COMPACT**

Paul Laurence Dunbar Middle School will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state’s high standards.

The Lee County School-Parent Compact Template will be reviewed by the SAC alongside the entire Parent and Family Engagement Plan. Any edits or modifications will be finalized before the start of the FY21 school year.

At the beginning of the FY21 school year, the School-Parent compact will be disseminated through the brown packets. The Brown Packets include the directory and health information for the students, as well as other important information. All documents in the Packet include English, Spanish and Creole translations. The importance of the School-Parent compact is discussed on the schoolwide news on the first day of school, and the need to share the information with parents is reaffirmed.

## RESERVATION OF FUNDS

**Paul Laurence Dunbar Middle School** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

~~For the previous five years, the PLDMS SAC has been a high impact and heavily engaged parent entity within the school building. The SAC meets monthly, sets its own bylaws, decides on its own monthly agenda in concert with school administration, and participates in the District Advisory Committee.~~

At the September 2021 SAC meeting, the 1% parent and family engagement allocation (\$5,210.00) budget plan will be shared and opened up for input and revision. Input will be gathered by a standard feedback form. A budget update will be presented at the January 2021 SAC Meeting, at which time further review can be done. An end of year expense report will be shared with the SAC in May.

## COORDINATION OF SERVICES

**Paul Laurence unbar Middle School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

~~PLDMS coordinates with District Prevention Services to provide monthly parent seminars on relevant topics such as marijuana prevention, vaping, online safety and bullying prevention.~~

PLDMS has community partnerships with surrounding businesses to provide food and financial support to school activities, including parental involvement activities.

Each Fall, PLDMS partners with Florida Gulf Coast University to host Dr. Russ Sabella, Director of Counseling, to speak with parents about online and social media awareness.

Community partners work with 6<sup>th</sup> grade students to provide character education and student welfare training. Likewise, our 7<sup>th</sup> graders receive a seminar on substance abuse awareness from a local foundation. 8<sup>th</sup> Graders partner with local law enforcement to discuss the dangers of driving under the influence and at-risk behavior awareness and prevention.

## Evaluation of the 2019-2020 Parental Involvement Activities

2019-2020 Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116)]. Include participation data on the Title I annual meeting.

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
2	Annual Title I Meeting VIRTUAL	2	~50	Understanding of Parents Rights and how they can support their students; conducted virtually during 2 different times.
3				
4	SAC Meetings VIRTUAL	9	~12 (per meeting)	Parents participating with school planning in student achievement.
5	Prevention Services seminars VIRTUAL	5	~10 (per meeting)	Assisting parents with supporting their students, personally and academically.
6	Dads Bring-Your-Child-To-School day VIRTUAL	1	~200	Parents learned ways to effectively communicate with their children and internet safety.
8	ESOL Fiesta Parent Night	1	~150	Supported the parents of ESOL students to assist in their children's academic achievement and preventive services.
9	Muffins with Moms	1	~100	Cancelled due to school closure
10	Parents Involvement Dance	1	~100	Cancelled due to school closure
		<b>Total: 21</b>	<b>Total: ~3278</b>	

## 2019-2020 Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116)].

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Effective Parent Conferences and Continued Communication to Build Relationships	1	71	Improved effectiveness in parental communication and involvement in academic concerns of students.
2	Ongoing Staff Training on Student Engagement	7	71	Training on education specific software to keep students and families up to date on student academic and behavioral performance
3	Restorative Training Topics	6	71	Discipline focused training incorporating the research-based practices of restorative justice.
4	Diversity Training	4	100	Created an environment schoolwide that champions diversity and appreciation of all of our students differences.
5	Book Study	1	20-30	Cancelled due to school closure
6	Summer Conference	1	8	Pending outcome of school closure
		Total:15	Total: 221	

## 2019-2020 Barriers Summary

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116].

#	Barrier (Including the specific subgroup)- Be specific	Steps you put in place to overcome barriers - Be specific
1	Virtual Attendance; Pandemic	Use of school-wide Google Classrooms that link easily to student Chromebooks to assist students with helping their parents access important information.
2	Child-care	Attempted to develop a system of liability free child care but struggled to find suitable personnel. Instead, attempted to make events more family friendly and welcoming to small children.
3	Language needs	Hired a Bi-Lingual clerk typist, re-designated a Haitian-Creole teacher and expanded translation capacity within the building.

## Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

•**Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

•**Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.

•**Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

•**Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

## NEW 2020-2021 Parental Involvement Activities

### 2020-2021 Building Capacity Activities

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116)].

**Parent-teacher conferences in elementary schools, at least annually,** during which the compact shall be discussed as it relates to the individual child's achievement;

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
2	Annual Title I Meeting VIRTUAL	Shaker	Understanding of Parents Rights and how they can support their students.	September 2020	4	\$0
4	SAC Meetings VIRTUAL	George	Parents participating with school planning in student achievement.	Monthly	2	\$0

5	Prevention Services seminars VIRTUAL	Stage	Assisting parents with supporting their students, personally and academically.	Bi-Monthly	1	\$0
6	Dads Bring-Your-Child-To-School day VIRTUAL	Stage	Parents learned ways to effectively communicate with their children and internet safety.	September 2020	1	~\$500
8	ESOL Fiesta Parent Night	Velez	Supported the parents of ESOL students to assist in their children's academic achievement and preventive services.	December 2020	2	~\$200
9	Muffins with Moms	Stage	Parents learned ways to effectively communicate with their children and internet safety.	April 2021	1	~\$500
10	Parents Involvement Dance	Howarth	Strengthened the relationship between parents and students in a fun, low-stress environment.	May 2021	3	~\$500

## 2020-2021 Staff Training Activities

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	Pre-School Training	Eckhardt	Strategic instruction and differentiation	August 2020	Quarterly STAR Reports, Tier 1
2	Restorative Community Booster Courses	M. Howarth	Building Student Relationships and Community	October 2020 to March 2021	Course Registrations
3	Professional Learning Communities – Subject Level	Shaker	Targeted Instruction and Intervention	Weekly	Course Registrations
4	Professional Learning Communities – L25 and Academic Leadership	Shaker	Targeted Instruction and Intervention	Monthly	Course Registrations